

Safe Return to In-person Instruction and Continuity of Services Plan Addendum Guidance 2023

LEAs are required to update the Safe Return to In-Person Instruction and Continuity of Services Plan every six months through **Sept. 30, 2023**. Each time, local education agencies (LEAs) must seek public input on the plan and any revisions and must take such input into account. The purpose of the plan is to keep stakeholders informed.

Every LEA should complete the addendum and upload it to ePlan in the LEA document library and post it to the LEA's website (March 1 and Sept. 15). Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

Please consider the following when completing the addendum:

- Ensure the LEA used multiple models of engagement offered to stakeholders. Examples may include surveys, in-person or virtual committee meetings, town hall meetings, or other inclusive engagement opportunities.
- LEAs should engage all applicable groups noted in meaningful consultation during the crafting of the plan and when making any significant revisions or updates to the plan.
- The number of stakeholders engaged should represent the composition of students. For example, if students with disabilities make up 15 percent of students, then 10-20 percent of respondents should represent this subgroup.
- Ensure the stakeholder engagement happened prior to the development/revision of the plan.
- The LEA must engage the health department in the development and revision of the plan. This is different from providing the health department with COVID-19 numbers.
- Plans must explicitly address every bullet point in Question 3 regarding district policies and strategies.
- Plans require local board approval and public posting.
- LEAs must update the *Safe Return to In-Person Instruction and Continuity of Services Plan* at least every six months through Sept. 30, 2023, seek public input on the plan and any revisions, and take such input into account. All revisions must include an explanation and rationale of why the revisions were made.
- All revisions must include an explanation and rationale, with meaningful public consultation and in an understandable format. The American Rescue Plan (ARP) Act requires LEAs to post their Health and Safety Plans online in a language that parents/caregivers can understand, or, if it is not practicable to provide written translations to an individual with limited English proficiency, be orally translated. The plan also must be provided in an alternative format accessible, upon request, by a parent who is an individual with a disability as defined by the Americans with Disabilities Act.

Safe Return to In-Person Instruction and Continuity of Services Plan Addendum

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. Funding provided to states and local educational agencies (LEAs) helps safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.

In the fall of 2021, LEAs developed and made publicly available a Safe Return to In-Person Instruction and Continuity of Services Plan. All plans were developed with meaningful public consultation with stakeholder groups. LEAs are required to update the plan every six months through Sept. 30, 2023, and must seek public input on the plan and any revisions and must take such input into account. LEAs also must review and update their plans and ensure they align with any significant changes to CDC recommendations for K-12 schools. Like the development of the plan, all revisions must be informed by community input and reviewed and approved by the governing body prior to posting on the LEA's publicly available website.

The following information is intended to update stakeholders and address the requirement.

LEA Name:

Date: February 28, 2023

1. Describe how the LEA has continued to engage in meaningful consultation with stakeholders in the development of the revised plan.

The district's COVID-19 Task Force meets on a regular basis to review procedures, look at COVID numbers, and to visit current CDC guidelines. Changes are made to the system plan as needed through this committee and feedback is gathered from stakeholders via our System Family Engagement Committee, surveys, and school board input. District Admin teams meet once a month and COVID procedures are discussed and reviewed with any recommendations going to the COVID Task Force and the school board for final decision. District Covid-19 Policies and procedures are placed on the website for public view and feedback. This information is taken before the Task Force and reviewed for future changes.

2. Describe how the LEA engaged the health department in the development of the revised plan.

Our Coordinated School Health Coordinator meets weekly with the Bradley County Health Department to share updates, notify of any pressing issues, and to look at numbers across our City and County. The CSH Coordinator then brings that information back to our COVID Task Force for review as needed. Any revisions made to the district COVID-19 policy are shared with the Health Department for feedback before general public release.

3. Provide the extent to which the LEA has updated adopted policies and a description of any such policies on each of the following health and safety strategies.

<i>Appropriate accommodations for children with disabilities with respect to health and safety policies</i>
If the school is provided documentation of a medical disability or the school suspects a medical disability, the school student support team will evaluate all information to determine what accommodations and supports are warranted to ensure safety and access for the child. The school counselor leads the student support team process and also serves as the 504 coordinator. The student support team, including the parent, will determine the appropriate pathway to developing a medical support plan. Because many medical disabilities coincide with educational disabilities, the team may consider a referral for a special education evaluation. If the student qualifies for special education services or is already determined eligible for special education services, the IEP team would be responsible to determine the appropriate supports to address the medical needs of the student. However, if the student does not qualify for special education services the 504 coordinator would be responsible to assemble a 504 team, including the parent, to develop a 504 plan that details the appropriate supports and plans to ensure the child's safety and access within the school. The special education team in Cleveland City Schools meets regularly with families in optional settings, either in a safe in-person environment (mask options, hand sanitizer, distancing, etc.) or an online environment to keep IEPs up to date. Virtual settings and homebound education supports have been utilized as methods to support student services during the pandemic. Also, the district has contracted with other agencies to provide in-home services when needed.
<i>Physical distancing (e.g., use of cohorts/podding)</i>
Cleveland City Schools promotes physical distancing when feasible. Cleveland City Schools will follow state guidelines for class size, including teacher:student ratios. Classroom spaces vary in sizes throughout the district; therefore, proximity between individuals will vary.
<i>Hand washing and respiratory etiquette</i>
The district promotes hand washing protocols through social media posts and videos with students modeling the appropriate ways to fully wash hands.
<i>Cleaning and maintaining healthy facilities including improving ventilation</i>
Cleveland City Schools Operations team continues to emphasize a high dosage of extra cleaning in the schools by fogging classrooms and buses on a daily basis. Immediate fogging occurs when a Covid-19 case is identified in a specific classroom. Students are removed from the area and relocated during the fogging period. In recent years, Cleveland City Schools has done extensive work in installing new air systems to improve ventilation. Ventilation and air exchange occurs on a 15-minute cycle.
<i>Contact tracing in combination with isolation and quarantine</i>
Contract tracing practices by Tennessee Department of Health for isolation and quarantine. We also follow the physician orders issued for staff and students who test "positive".
<i>Diagnostic and screening testing</i>
The district is utilizing resources received through a state grant to offer Covid-19 tests for staff and students who have Covid-19 symptoms. These resources help the schools reduce the transmission of the virus. Furthermore, Cleveland City Schools is partnering with a local pharmacy to distribute free Covid test kits to staff members during the month of February 2022. The Coordinated School Health Coordinator will provide a survey to collect data on the need request from staff members and pass the information along to the pharmacy so test kits can be ordered and distributed.

Efforts to provide vaccinations to educators, other staff, and students, if eligible

Cleveland City Schools partners with local pharmacies to provide vaccines and boosters to staff members. In November 2021, the district hosted a booster clinic for any staff who needed a booster. The partner pharmacy also provided vaccines to staff members who still needed one. This was a follow up to the Spring 2021 Vaccine Clinic held at the district office campus.

Universal and correct wearing of masks

The district promotes the correct wearing of masks by posting posters, modeling the proper wearing of masks, and showing students how to wear a mask appropriately.

4. Provide a current description as to how the LEA is ensuring continuity of services including but not limited to services that address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services.

In addition to protocols implemented at the beginning of the 2021-2022 school years, the district has recently hired three social workers and has hired additional behavioral support personnel for the 22-23 school year. The goal of adding these positions is to support current staff in addressing the mental, emotional and physical needs of students affected by the traumatic consequences of the pandemic. Also, the district is providing extra professional development for counselors to support their focus on students and staff. The system continues to offer Capturing Kids Hearts training and utilize a new curriculum for teachers to provide social emotional lessons for students at all grade levels.